

# Preparing for the AP Euro Exam

## 1

### The Exam

Friday, May 6, 2016

Noon - Central

Admin. building

3 hrs., 15 minutes

#### Section 1:

- \* 55 mc questions - 55 min. (40%)
- \* 4 short answer questions -  
50 min., (20%)

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“Anno Domini 1618, a great comet appeared in November. To see the thing was terrible and strange, and it moved me and changed my disposition so that I started to write, because I thought that it meant something big would occur, as then really did happen. . . . Anno Domini 1619, Ferdinand became the Holy Roman Emperor, under whom a great persecution happened through war, unrest, and the spilling of the blood of Christians. . . . First, he started a big war in Bohemia, which he then oppressed and subjugated under his religion, then almost the whole of Germany was conquered, all of which I can hardly describe and explain.”

*Hans Herberle, shoemaker in Ulm, southern Germany,  
personal chronicle compiled in the 1630s*

The conflict that Herberle describes in his chronicle resulted in which of the following?

- (A) The establishment of several religiously pluralistic and tolerant states within the German-speaking regions
- (B) The weakening of the Holy Roman Empire and the strengthening of smaller sovereign states within its boundaries
- (C) The virtual extinction of all Christian denominations except Lutheranism and Roman Catholicism within the German-speaking regions
- (D) The political unification of most of the German-speaking regions under a Protestant, rather than a Catholic monarch

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*Hans Herberle, shoemaker in Ulm, southern Germany,  
personal chronicle compiled in the 1630s*

Based on the passage, which of the following can be safely inferred about Herberle’s religious affiliation?

- (A) He was a member of a Lutheran church.
- (B) He was a member of a Calvinist church.
- (C) He was not a member of any established church.
- (D) He was not Roman Catholic.

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### Part B: Short-Answer Questions

There are four short-answer questions on the exam. The following questions are meant to illustrate the various types of these questions. Note that the short-answer questions do not require students to develop and support a thesis statement. In each short-answer question, students will be asked to do three things, each of which will be assigned one point in the scoring.

# 50 minutes, 20%

“One of the greatest afflictions of a king is when his people are torn apart, as when in one house the children against the wish of their father are banded together one against the other. . . . So the war is entirely contrary to the establishment of proper order and the increase of your grandeur. . . . Your Majesty will be aware that we by no means approve of the so-called reformed religion, but . . . the cinders of the fire of this so overwhelmed kingdom are still so hot that it is impossible to hold them in your hand without burning your fingers. . . . We beseech you, Sire, very humbly to believe that whoever desires this civil war is ungodly, and to take notice of two maxims: the first, that the peace of your subjects lies in the union of your princes; and the other, that violence eventually leads only to self-destruction.”

*Petition of nobles to the king of France, 1577*

- a) Briefly identify and describe ONE cause of the conflict discussed in the petition.
- b) Briefly identify and describe ONE result of the conflict discussed in the petition.
- c) Briefly identify and describe how one country in early modern Europe other than France dealt with the type of conflict discussed in the petition.

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- a) A good response would describe one of several possible causes of the conflict discussed in the petition, such as:
- › Calvinist communities (Huguenots) in Catholic France rejected the religious doctrines and practices that served to legitimize the monarchy.
  - › The significant numbers of French nobles (between one third and one half of the nobility) that converted to Protestantism meant that in territories under their control, Catholic clerics were banned from performing religious ceremonies. This was considered an act of opposition to the monarchy.
  - › The Catholic Church in France responded to the spread of Calvinism by persecuting Huguenots and burning them at the stake, thus encouraging greater resistance to the Church and the monarch by French Protestants.
  - › The death of King Henry II in 1559 led to a struggle between Catholic and Protestant nobles — each of whom led their own military forces — for control of the crown.
  - › In the absence of a strong monarch able to unify the kingdom, disorder spread as local conflicts became violent and roving bands attacked cities and villages.
  - › The massacre of thousands of Huguenots on St. Bartholomew's Day in 1572, by the order of Catherine de' Medici, regent of France, exacerbated the conflict and brought Spain and England into the war.
- b) A good response would describe one of several possible results of the conflict discussed in the petition, such as:
- › Moderate Catholics and Protestants joined together under the label *Politiques* to advocate religious toleration as a means to restore order.
  - › The leader of the Protestant faction, Henri de Navarre, converted to Catholicism in 1593 after becoming the legitimate king in 1589, ruling as Henri IV.
  - › In 1598, Henri IV issued the Edict of Nantes, which allowed Protestants to worship in their homes throughout France and in public in certain towns, gave Protestants the same civil rights as Catholics, and allowed Protestants a small armed force to defend themselves.
  - › Henri IV strengthened the power of the crown as a means to enforce the Edict of Nantes and bring about an economic recovery, thus laying the foundations for French absolutism.

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- c) A good response would describe one strong example of how another country in early modern Europe other than France dealt with the type of conflict discussed in the petition, such as:
- › Unlike the compromise solution in France, in England, religious warfare ended when Protestant Elizabeth I took the throne in 1558. All subjects were required to belong to the Church of England and Catholics were deprived of the same civil rights as Protestants.
  - › While Elizabeth I of England ordered the creation of a Church of Ireland, most native Irish remained Catholic, and thus increasingly discontent with English rule.
  - › Unlike the compromise solution in France, in the Holy Roman Empire, the German territories were divided into Protestant and Catholic territories; in each territory, only the religion of the ruler (e.g., prince, bishop) was allowed.
  - › Unlike the case of France where the monarchy was strengthened following the wars of religion, at the end of the Thirty Years' War, the Holy Roman Empire disintegrated as various borderlands were recognized as independent (the United Provinces) or absorbed into France (Lorraine) and as the German territories became largely independent.

## Section 2:

- ★ 1 DBQ - 55 min., including a reading period of ~ 15 min. (25%)
- ★ 1 long essay chosen from a pair 35 minutes (15%)



DBQ

7 docs

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
  - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

THESIS & ARGUMENT (TWO POINTS)

POINT?

1. **THESIS** Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).  
*Must be located in the introduction or conclusion (first or last paragraph).*
2. **ARGUMENTATION** Develops and supports a **cohesive argument** [presumably supporting the thesis] that recognizes and accounts for historical complexity by **explicitly illustrating relationships among historical evidence** such as contradiction, corroboration, and/or qualification.  
*Basically, make a coherent argument and put the documents in conversation with each other.*

DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) <i>Context, Audience, Purpose</i>	
D__			3. <b>USES</b> the content of <i>at least SIX</i> of the documents to support the stated thesis or a relevant argument
D__			
D__			
D__			4. <b>EXPLAINS</b> the significance of author's POV, context, audience, and/or purpose (CAP) for <i>at least FOUR</i> documents.
D__			
D__			

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### EVIDENCE & CONTEXT (TWO POINTS)

5. **CONTEXTUALIZATION** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. NOTE: *This must be more than a phrase or reference – use multiple sentences.*
6. **EVIDENCE BEYOND THE DOCUMENTS** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. *Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference.*

### SYNTHESIS (ONE POINT)

7. Extends the argument by explaining the connections between the argument and:  
A development in a different historical period, situation, era, or geographical area  
OR A course theme and/or approach to history that is not the focus of the essay (political, social, etc.)  
OR A different discipline or field of inquiry (such as econ, gov & politics, art history, or anthropology)

NOTES:

**TOTAL POINTS:**

**/7**

## Part B: Long Essay Question

Students will choose one of two long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies the historical thinking skill of causation.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
  - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

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**Question 2:** Compare the efforts of European governments to address the issue of nationalism in the period from 1815 to 1871 with the efforts of European governments to address the issue of nationalism in the period from 1945 to 2000. (*Historical thinking skill: Comparison*)

**Question 3:** Compare the impact of science on European thought in the period from the mid-1500s to the late 1700s with the impact of science on European thought in the period from the mid-1800s to the late 1900s. (*Historical thinking skill: Comparison*)

### THESIS (ONE POINT)

**Presents a thesis that makes a historically defensible claim and responds to all parts of the question.** *Must consist of one or more sentences located in either the introduction or the conclusion.*

1	
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### EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

**Addresses the topic of the question with specific examples of relevant evidence** (*responses must include a broad range of evidence*).

**Evidence Used** (Essay may contain errors that do not detract from overall quality)

2	
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*Another point is earned if the argument is*

**THESIS-DRIVEN** (evidence effectively supports argument)

Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

3	
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### HISTORICAL THINKING SKILL (TWO POINTS)

**DESCRIBES** causes **AND/OR** effects of a historical event, development, or process.

4

*Another point is earned if, in addition, the student*

**EXPLAINS** the reasons for the causes **AND/OR** effects of a historical event, development, or process.

5

*(If the prompt requires discussion of both causes and effects, response must address both causes and effect in order to earn both points.)*

### SYNTHESIS (ONE POINT for any of the following)

Extends the argument by **EXPLAINING** the connection between the argument and **ONE of the following** (must be more than a passing mention):

6

*A development in a different historical period, situation, era, or geographical area.*

*A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).*

*A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).*

**TOTAL POINTS:**

**/6**

## Scoring the exam

(55) Multiple Choice score X 1.091 = \_\_\_\_\_

(12) Short Answer Score X 2.5 = \_\_\_\_\_

(7) DBQ Score X 5.357 = \_\_\_\_\_

(6) LEQ Score X 3.75 = \_\_\_\_\_

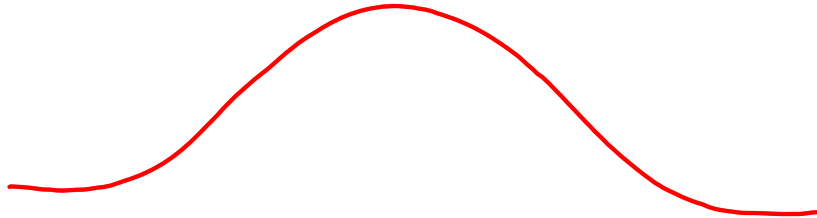
Total of all scores (rounded) = TOTAL

Score range	AP Score
104-150	5
91-103	4
79-91	3
69-78	2
0-69	1

40 = 43.64  
6 = 15  
5 = 26.785  
3 = 11.25



1	2	3	4	5
10.3	17.4	35.6	10.6	26.1



What should you be doing now?

**1450-1648**

**Chapters 12-16**

**Renaissance → Scientific Revolution**

**Review guides, rubrics,  
practice questions, review  
book, Time period 1 key  
concepts**